

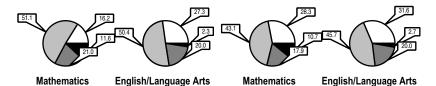
NO

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

|              | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|--------------|-----------------|--------------------|--------------------------|
| 2001         | Average         | Below Average      | N/A                      |
| 2002         | Good            | Good               | N/A                      |
| 2003<br>2004 | Good            | Unsatisfactory     | No                       |

# PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

**Our School** Middle Schools with Students like Ours



#### **Definition of Critical Terms**

Very high score; very well prepared to work at next grade level; Advanced exceeded expectations **Proficient** Well prepared to work at next grade level; met expectations Met standards; minimally prepared, can go to next grade level Basic Did not meet standards; must have an academic assistance plan;

the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

### EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

**Below Basic** 

|                                                     | Teachers   | Students | Parents |
|-----------------------------------------------------|------------|----------|---------|
| Number of surveys returned                          | 31         | 157      | 108     |
| Percent satisfied with learning environment         | 96.8%      | 76.3%    | 81.0%   |
| Percent satisfied with social and physical environm | ent 100.0% | 82.2%    | 54.3%   |
| Percent satisfied with home-school relations        | 67.7%      | 81.5%    | 76.4%   |

| Belton Middle                     |        |             |               |             |          |            |                   | 402014               |
|-----------------------------------|--------|-------------|---------------|-------------|----------|------------|-------------------|----------------------|
| PACT PERFORMANCE                  | BY GR  |             |               |             |          |            |                   | dientand<br>Advanced |
|                                   | /      | rt 15t ting | lested olo Bi | Casic /     | Basic oh | Proficient | / nced            | cient and co         |
|                                   | Olly   | is, its     | leste /       | ONL         | Basil /  | Profile    | Advar of          | cilcham              |
|                                   | Englis | ent lesting | 0/08          | old Basic   | o ok     | 0/0        | Advanced on Profi | cient ance           |
| All ( )                           |        |             |               | igiisii/Lai | iguage A | rts        |                   |                      |
| All students                      | 524    | 100.0       | 27.3          | 50.4        | 20.0     | 2.3        | 22.3              | 17.6                 |
| Gender                            | 000    | 400.0       | 04.0          | 40.0        | 40.4     | 0.0        | 40.0              | 47.0                 |
| Male<br>Female                    | 269    | 100.0       | 34.9          | 48.2        | 16.1     | 0.8        | 16.9              | 17.6                 |
|                                   | 255    | 100.0       | 19.0          | 52.8        | 24.2     | 3.9        | 28.1              | 17.6                 |
| Racial/Ethnic Group<br>White      | 376    | 100.0       | 23.4          | 51.4        | 22.5     | 2.6        | 25.1              | 17.6                 |
| African-American                  | 137    | 100.0       | 37.3          | 49.2        | 11.9     | 1.6        | 13.5              | 17.6                 |
| Asian/Pacific Islander            | N/A    | 0.0         | N/A           | N/A         | N/A      | N/A        | N/A               | 17.6                 |
| Hispanic                          | 10     | 100.0       | N/A           | N/A         | N/A      | N/A        | N/A               | 17.6                 |
| American Indian/Alaskan           | N/A    | 0.0         | N/A           | N/A         | N/A      | N/A        | N/A               | 17.6                 |
| Disability Status                 | IN/A   | 0.0         | IN//A         | 11/74       | IV/A     | IN//A      | IN//A             | 17.0                 |
| Not disabled                      | 417    | 100.0       | 25.4          | 47.2        | 24.6     | 2.8        | 27.4              | 17.6                 |
| Disabled                          | 107    | 100.0       | 35.6          | 64.4        | N/A      | N/A        | N/A               | 17.6                 |
| Migrant Status                    | 107    | 100.0       | 33.0          | 04.4        | 11//     | 11//       | 111/7             | 17.0                 |
| Migrant                           | N/A    | 0.0         | N/A           | N/A         | N/A      | N/A        | N/A               | 17.6                 |
| Non-migrant                       | 524    | 100.0       | 27.3          | 50.4        | 20.0     | 2.3        | 22.3              | 17.6                 |
| English Proficiency               | 0Z-1   | 100.0       | 27.0          | 00.1        | 20.0     | 2.0        | ZZ.0              | 17.0                 |
| Limited English proficient        | 1      | 100.0       | N/A           | N/A         | N/A      | N/A        | N/A               | 17.6                 |
| Non-limited English proficient    | 523    | 100.0       | 27.3          | 50.4        | 20.0     | 2.3        | 22.3              | 17.6                 |
| Socio-Economic Status             |        |             |               |             |          |            |                   |                      |
| Subsidized meals                  | 236    | 100.0       | 37.3          | 49.8        | 12.0     | 1.0        | 12.9              | 17.6                 |
| Full-pay meals                    | 285    | 100.0       | 19.6          | 50.9        | 26.2     | 3.3        | 29.5              | 17.6                 |
| ·                                 |        | ·           |               |             |          |            |                   |                      |
|                                   |        |             |               | Mathe       | matics   |            |                   |                      |
| All students                      | 524    | 100.0       | 16.2          | 51.1        | 21.0     | 11.6       | 32.6              | 15.5                 |
| Gender                            |        |             |               |             |          |            |                   |                      |
| Male                              | 269    | 100.0       | 18.9          | 50.6        | 17.3     | 13.3       | 30.5              | 15.5                 |
| Female                            | 255    | 100.0       | 13.4          | 51.7        | 25.0     | 9.9        | 34.9              | 15.5                 |
| Racial/Ethnic Group               |        | 1000        | 44.0          | E           | 00.0     | 45.0       | 07.0              | 4                    |
| White                             | 376    | 100.0       | 11.0          | 51.2        | 22.8     | 15.0       | 37.9              | 15.5                 |
| African-American                  | 137    | 100.0       | 30.7          | 51.2        | 15.7     | 2.4        | 18.1              | 15.5                 |
| Asian/Pacific Islander            | N/A    | 0.0         | N/A           | N/A         | N/A      | N/A        | N/A               | 15.5                 |
| Hispanic                          | 10     | 100.0       | N/A           | N/A         | N/A      | N/A        | N/A               | 15.5                 |
| American Indian/Alaskan           | N/A    | 0.0         | N/A           | N/A         | N/A      | N/A        | N/A               | 15.5                 |
| Disability Status<br>Not disabled | 447    | 100.0       | 14.6          | 45.5        | 25.6     | 14.3       | 39.9              | 15.5                 |
| Not disabled<br>Disabled          | 417    |             | 14.6          |             | 25.6     |            |                   |                      |
| Migrant Status                    | 107    | 100.0       | 23.3          | 75.6        | 1.1      | N/A        | 1.1               | 15.5                 |
| Migrant Status                    | N/A    | 0.0         | N/A           | N/A         | N/A      | N/A        | N/A               | 15.5                 |
| Non-migrant                       | 524    | 100.0       | 16.2          | 51.1        | 21.0     | 11.6       | 32.6              | 15.5                 |
| English Proficiency               | 324    | 100.0       | 10.2          | 01.1        | 21.0     | 11.0       | 52.0              | 10.0                 |
| Limited English proficient        | 1      | 100.0       | N/A           | N/A         | N/A      | N/A        | N/A               | 15.5                 |
| Non-limited English proficient    | 523    | 100.0       | 16.2          | 51.1        | 21.0     | 11.6       | 32.6              | 15.5                 |
| Socio-Economic Status             | 525    | 100.0       | 10.2          | 31.1        | 21.0     | 11.0       | 02.0              | 10.0                 |
| Cubaidized mode                   | 220    | 100.0       | 22.4          | E0 1        | 17.6     | 1.0        | 10 E              | 15.5                 |

22.4

11.4

58.1

45.8

17.6

23.6

19.5

42.8

1.9 19.2 15.5

15.5

100.0

100.0

236

285

Subsidized meals

Full-pay meals

# PACT PERFORMANCE BY GRADE LEVEL

| PAL  | T PERFO |         |              |               |            | <b>L</b> , | <b>.</b>       | <b>_</b>          |
|------|---------|---------|--------------|---------------|------------|------------|----------------|-------------------|
|      |         | Enrolle | dent 1st ind | /             | alon Basic | /.c.       | Proficient olo | Advanced Advanced |
|      |         | ollr    | 'ist' dear   | Lested ala Be | HONE       | Basic ol   | Profit         | Advanced Advanced |
|      |         | / Em O  | 1831 OLO     | 0/0           |            |            | / 0,0          | 0/0               |
|      | 0       | NI/A    | NI/A         |               | h/Langua   |            | NI/A           | NI/A              |
|      | Grade 3 | N/A     | N/A          | N/A           | N/A        | N/A        | N/A            | N/A               |
|      | Grade 4 | N/A     | N/A          | N/A           | N/A        | N/A        | N/A            | N/A               |
| 8    | Grade 5 | N/A     | N/A          | N/A           | N/A        | N/A        | N/A            | N/A               |
| 2002 | Grade 6 | 142     | N/A          | 20.0          | 48.6       | 26.4       | 5.0            | 31.4              |
|      | Grade 7 | 179     | N/A          | 20.1          | 52.0       | 25.1       | 2.8            | 27.9              |
|      | Grade 8 | 170     | N/A          | 28.8          | 48.8       | 17.1       | 5.3            | 22.4              |
|      | Grade 3 | N/A     | N/A          | N/A           | N/A        | N/A        | N/A            | N/A               |
|      | Grade 4 | N/A     | N/A          | N/A           | N/A        | N/A        | N/A            | N/A               |
| 2003 | Grade 5 | N/A     | N/A          | N/A           | N/A        | N/A        | N/A            | N/A               |
| 20   | Grade 6 | 182     | 100.0        | 26.2          | 43.3       | 23.8       | 6.7            | 30.5              |
|      | Grade 7 | 151     | 100.0        | 25.4          | 54.3       | 20.3       | N/A            | 20.3              |
|      | Grade 8 | 191     | 100.0        | 29.8          | 53.9       | 16.3       | N/A            | 16.3              |

|      |         |     |       | M    | athamatic |      |      |      |
|------|---------|-----|-------|------|-----------|------|------|------|
|      |         |     |       | IVI  | athematio | :5   |      |      |
|      | Grade 3 | N/A | N/A   | N/A  | N/A       | N/A  | N/A  | N/A  |
|      | Grade 4 | N/A | N/A   | N/A  | N/A       | N/A  | N/A  | N/A  |
| 8    | Grade 5 | N/A | N/A   | N/A  | N/A       | N/A  | N/A  | N/A  |
| 2002 | Grade 6 | 142 | N/A   | 22.0 | 51.1      | 17.0 | 9.9  | 27.0 |
|      | Grade 7 | 179 | N/A   | 21.8 | 41.3      | 17.9 | 19.0 | 36.9 |
| •    | Grade 8 | 170 | N/A   | 30.6 | 54.7      | 10.0 | 4.7  | 14.7 |
|      | Grade 3 | N/A | N/A   | N/A  | N/A       | N/A  | N/A  | N/A  |
|      | Grade 4 | N/A | N/A   | N/A  | N/A       | N/A  | N/A  | N/A  |
| 8    | Grade 5 | N/A | N/A   | N/A  | N/A       | N/A  | N/A  | N/A  |
| 2003 | Grade 6 | 182 | 100.0 | 13.3 | 45.5      | 26.1 | 15.2 | 41.2 |
|      | Grade 7 | 151 | 100.0 | 15.2 | 52.9      | 16.7 | 15.2 | 31.9 |
|      | Grade 8 | 191 | 100.0 | 19.7 | 55.1      | 19.7 | 5.6  | 25.3 |

# SCHOOL PROFILE

| (                                                              | Our School | Change from<br>Last Year | Middle Schools<br>with Students<br>Like Ours | Median<br>Middle<br>School |
|----------------------------------------------------------------|------------|--------------------------|----------------------------------------------|----------------------------|
| Students (n= 532)                                              |            |                          |                                              |                            |
| Students enrolled in high school credi courses (grades 7 & 8)  | t 19.8%    | Up from 11.1%            | 16.2%                                        | 14.4%                      |
| Retention rate                                                 | 1.9%       | Down from 2.8%           | 2.2%                                         | 2.3%                       |
| Attendance rate Eligible for gifted and talented               | 93.6%      | Down from 93.9%          | 95.4%                                        | 95.2%                      |
|                                                                | 15.6%      | Up from 14.6%            | 17.0%                                        | 13.6%                      |
| On academic plans On academic probation                        | N/A        | N/A                      | N/A                                          | N/A                        |
|                                                                | N/A        | N/A                      | N/A                                          | N/A                        |
| With disabilities other than speech Older than usual for grade | 19.1%      | Down from 20.4%          | 14.5%                                        | 14.1%                      |
|                                                                | 5.1%       | Down from 6.1%           | 4.2%                                         | 4.9%                       |
| Suspended or expelled                                          | 2.4%       | Down from 3.6%           | 1.1%                                         | 1.3%                       |
| Annual dropout rate                                            | 0.0%       | No change                | 0.0%                                         | 0.0%                       |
| Teachers (n= 33)                                               |            |                          |                                              |                            |
| Teachers with advanced degrees Continuing contract teachers    | 42.4%      | Down from 48.4%          | 47.2%                                        | 47.1%                      |
|                                                                | 87.9%      | Down from 93.5%          | 84.9%                                        | 82.5%                      |
| Highly qualified teachers                                      | N/A        | N/A                      | N/A                                          | N/A                        |
| Teachers returning from previous year                          | r 94.3%    | Down from 95.2%          | 85.9%                                        | 84.3%                      |
| Teacher attendance rate Average teacher salary                 | 94.5%      | Down from 95.6%          | 95.3%                                        | 95.0%                      |
|                                                                | \$39,934   | Down 2.3%                | \$40,054                                     | \$39,924                   |
| Prof. development days/teacher                                 | 11.1 days  | Up from 11.0 days        | 10.1 days                                    | 10.7 days                  |
| School                                                         |            |                          |                                              |                            |
| Principal's years at school                                    | 15.0       | Up from 14.0             | 3.0                                          | 3.0                        |
| Student-teacher ratio                                          | N/R        | N/R                      | 21.5 to 1                                    | 21.0 to 1                  |
| Prime instructional time                                       | 85.2%      | Down from 87.6%          | 89.0%                                        | 88.9%                      |
| Dollars spent per pupil*                                       | \$5,813    | Up 13.3%                 | \$5,677                                      | \$5,854                    |
| Percent spent on teacher salaries* Opportunities in the arts   | 60.1%      | Up from 56.8%            | 62.4%                                        | 62.0%                      |
|                                                                | Good       | No change                | Good                                         | Good                       |
| Parents attending conferences SACS accreditation               | 92.3%      | Up from 76.6%            | 94.7%                                        | 94.8%                      |
|                                                                | yes        | N/A                      | yes                                          | yes                        |
|                                                                |            |                          |                                              |                            |

<sup>\*</sup> Prior year audited financial data are reported.

|                                                   | Our District | State |  |
|---------------------------------------------------|--------------|-------|--|
| Highly qualified teachers in low poverty schools  | N/A          | N/A   |  |
|                                                   |              |       |  |
| Highly qualified teachers in high poverty schools | N/A          | N/A   |  |

|       |         |         |         | -      |
|-------|---------|---------|---------|--------|
| Δhhra | wiati∧n | e tor i | Missina | I lata |
|       |         |         |         |        |

| N/A Not Applicable N/C Not Collected N/R Not Reported I/S Insufficient San | ıple |
|----------------------------------------------------------------------------|------|
|----------------------------------------------------------------------------|------|

#### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year at Belton Middle School has been extremely productive. Major accomplishments were:

Received a "good" rating on the Absolute and Improvement scores on the 2002 report card

Recognized by the Palmetto Gold and Silver Award program

A successful fee night with almost 400 parents attending

Thirty-seven students qualified to participate in the Junior Scholars' Identification program (8 scored high enough to be classified as Junior Scholars)

The District winner for the Lt. Governor's Writing Contest was a BMS student One of our teachers was selected to participate in the Upstate Writing Program Over \$5000.00 was raised for service learning projects

Our Science Fair produced one gold, two silver, three bronze and one young scientist discovery certificates at the Regional Fair

Lori Florence served as Teacher of the Year

Received an Ed Tech Competitive Grant equipping a computer lab with the latest technology in video and still cameras

The staff was extremely busy with the improvement of instruction as we began our fifth year as a Standards-Based Curriculum school.

Plans were put into place to strengthen our performance for the 2003-04 year. Components of the plan included:

An in-depth study of PACT scores to determine strengths and weaknesses Administration and analysis of Benchmark Tests and semester exams Full implementation of a school-wide incentive plan to promote achievement Continuation of an after-school enrichment program

Submitted by: Danny L. Hawkins, Principal

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.